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ABSTRACT

Beaverton is one of five school districts in the nation in the advanced stages of adopting a differentiated staffing program. This packet of three brochures describes their program. One report reflects the recommended job descriptions made for and by the staff of an intermediate school. Another report summarizes written reaction reports submitted at the end of the 1970-71 academic year by 12 members of the staff at the intermediate school, representing a cross section of various levels of involvement. The third item, a 12-page brochure, consists of text and photograph coverage of the program at an elementary school as well as at the intermediate school. A related document is EA 005 016. [Photographs may reproduce poorly.](MLF)

ED 077120

DIFFERENTIATED STAFFING PROJECT
MOUNTAIN VIEW SCHOOL
SCHOOL DISTRICT #48
BEAVERTON, OREGON

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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April 1, 1970 - Revised April 16, 1970 - Edited May 4, 1970

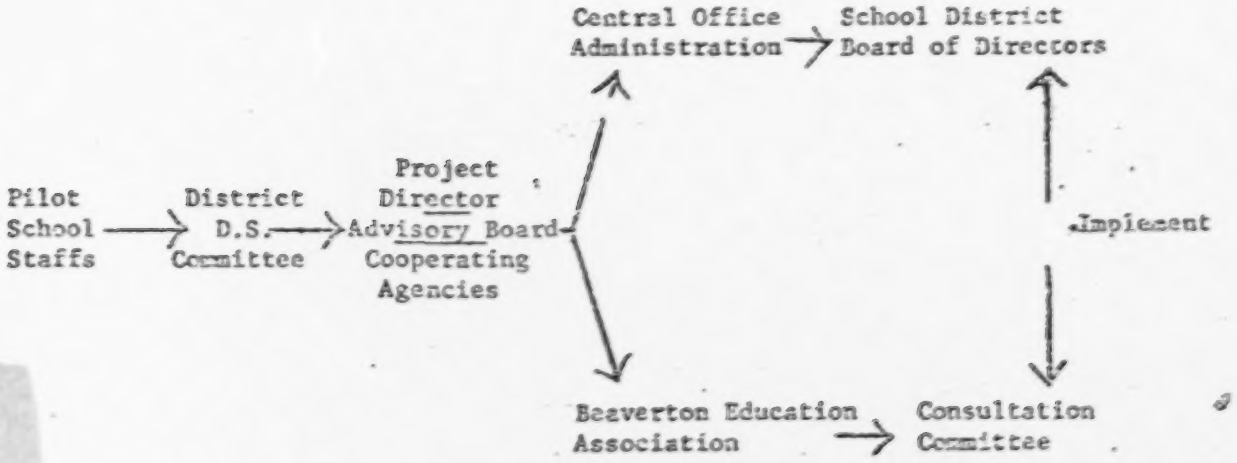
To: Harold Wik, Differentiated Staffing Project Director

From: Mountain View Staff

Subject: Recommended Job Descriptions - Mountain View Intermediate School

These staffing recommendations are the result of the thinking and effort of the faculty at Mountain View. They are submitted with the understanding that experience and periodic evaluation will lead us to possible alteration and change.

We understand that the consideration of these recommendations will proceed as indicated in the diagram below:



APPROVED BY BOARD ACTION --- MAY 13, 1970

EA 005 060

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PRINCIPAL

Retain current job description.

Provision will be made to allow principal to participate in instructional program for approximately 10 hours per week. He will be free to carry out his administrative duties at any time.

Salary range as per schedule $14,197 - $18,197.

Period of employment - 12 months.

ADMINISTRATIVE VICE-PRINCIPAL

Duties

1) Assumes duties of principal when principal is out of building.

2) Assigns and supervises duties of staff (before school - noon - etc.)

3) Deals with student control and discipline.

4) Supervises: Ordering and dispersing of general building supplies, inventories of all supplies and equipment; student accounting; and data processing

5) Manages general office procedures.

6) Supervises: Busdrivers, cooks, custodians, secretaries, activity director, and business manager.

7) Organizes school calendars.

8) Serves as a resource person and works directly with students in planning school activities.

Skills and Training

1) Retains district requirements

2) Knowledgeable in data processing - budgeting and accounting.

Salary range as per schedule $12,464 - $16,464.

Period of employment - 12 months.

INSTRUCTIONAL COORDINATOR - One Position
(Differentiated position - Non-tenure)

Duties

1) Coordinates curriculum and facilities to insure greatest effectiveness.

2) Spends approximately 2 hours per day in direct contact with students in the classroom.

3) Participates with principal in staff evaluations and professional growth.

4) Analyzes programs outside the building for possible use in the building.

5) Assists in implementation and evaluation of programs within the building.

6) Keeps up on current instructional trends and innovations and relates them to students and teachers.

Skills and Training

1) Minimum of 8 years experience in variety of subjects and levels, and a minimum of 2 years at junior high level.

2) Master's degree or equivalent.

3) Evidence of skill in interpersonal relations.

4) Competency in communications skills.

5) Oriented toward the needs of junior high students.

6) Competency in several subject matters and skill in the use of the materials involved.

7) Ability to organize: scheduling, curriculum, instructional budget.

8) Administrative ability.

9) Clinical supervision.

Salary range $12,464 - $16,464.

Period of employment - 12 months.

DIRECTOR OF GUIDANCE

Duties

1) Supervises counselors', exercises leadership in individual and group work and participates with instructional teams.

2) Implements procedures for orientation, registration, placement, standardized testing and withdrawal of students.

3) Directs maintenance of pupil records and related materials.

4) Maintains contact and establishes referral procedures with appropriate community agencies.

5) Arranges parent-student-staff conferences and communication as needed or requested.

6) Supervises health services and attendance records and reporting.

7) Establishes direct contact with students by sharing counseling load.

Skills and Training

1) As stated for a counselor.

2) Demonstrated organizational and supervisory ability.

3) Minimum Masters degree in guidance and standard counseling certificate.

4) Knowledgeable in area of curriculum and master scheduling.

Salary range $11,721 - $15,721.

Period of employment - 12 months.

METHODS SPECIALIST - One Position
(Differentiated Position - Non Tenure)

Duties

1) Keeps abreast of curriculum and educational trends, techniques, and materials (50% of time).

2) Spends 50% of his time involved as a teaching member of various teams.

a. Analyzing problems, proposing, and/or demonstrating creative and innovative solutions for instructional programs.

b. Instructing teachers and paraprofessionals in various teaching strategies.

Skills and Training

1) Ability to work creatively and effectively with adults.

2) Ability to think critically and generates enthusiasm for instructional program.

3) Thorough knowledge of behavioral objectives and communication skills.

4) Preferably one year experience in district.

5) Preferably 5 years minimum teaching experience, with at least 2 years at the junior high level.

6) Masters degree or equivalent which includes training in clinical supervision and teaching strategies.

Salary range $10,500 - $15,500

Period of employment - 210 days.

AREA LEADER
(Up to 9 - Non-tenure)

Duties

1) Cooperates with principal and instructional coordinator in preparing flexible schedules with subject areas, allocating time, facilities and personnel.

2) Orders and budgets materials (to be initiated well before beginning of school year).

3) Is responsible for course content, structure, and curriculum development.

4) Represents area in administrative meetings.

5) Teaches about 80% of the time.

Skills and Training

1) Knowledgeable in subject area.

2) Preferably minimum of 1 year with Mountain View Staff.

3) Expert in individualized instruction.

4) Well versed in current developments within area.

5) Preferably B.A. + 45 hours and 3 years experience

Salary range as per staff teacher salary plus up to $500.00 according to the responsibility level of the area.

Period of employment - as per teacher contract plus extended contract.

MASTER TEACHER
(Differentiated position - Non-tenure)

Duties

1) Time will be provided to supervise or assist in supervision of interns, associate teachers, and student teachers.

2) Becomes involved with more students than a staff teacher. (More exposure <u>not</u> additional class load.)

3) Makes time available and is willing to spend time listening to students.

4) Shares ideas and talent.

Skills and Training

1) One year minimum on staff.

2) Special gift in communicating with students and special awareness of their needs.

3) Mastery of teaching strategies.

4) Demonstrated success in teaching and motivating students for a minimum of 5 years.

5) Competency in the subject area.

6) Ability to work with certificated and non-certificated staff - I.P.R.

7) Demonstrates the ability to evaluate and supervise.

Salary range - staff teacher schedule plus a responsibility increment yet to be determined.

Period of employment - as per staff teacher contract.

TEAM LEADER
(Non-tenure)

Duties

1) Works closely with area leader and gives needed support to carry out his duties.

2) Promotes inter-disciplinary cooperation with the team.

3) Coordinates instructional media planning within the team.

4) Helps to evaluate subject area program.

Skills and Training

1) Knowledgeable in subject area.

2) Preferably minimum of one year with Mountain View staff or recognized in some other capacity in district.

3) Sensitive to team needs and promotes team harmony.

4) Preferably B.A. + 24 hours.

5) Appointed by team for a term of responsibility determined by team.

Salary range - staff teacher schedule.

Period of employment - as per staff teacher contract.

STAFF TEACHER

Duties

1) Works as a member of a team with larger student loads and increased instructional responsibilities.

2) Responsible for planning, directing, and supervising the work of paraprofessionals.

3) May be responsible for an individual student teacher or intern.

4) Responsible for cooperative planning with an instructional team.

5) Shares accountability with other staff teachers and for team instructional outcomes.

6) Shares accountability with other staff teachers for performance of paraprofessionals.

Skills and Training

1) Holds valid teaching certificate.

2) Minimum of one year successful teaching experience.

3) Has demonstrated ability to plan effectively and cooperatively in a team effort.

4) Has the ability to train, direct, and supervise non-certificated staff in a variety of ways.

5) Has or is willing to participate in interpersonal relations training.

6) Shows a willingness to devote extra time and energy to the teaching-learning process.

Salary range as per regular schedule plus a percentage increment to be determined by staff based on responsibility level.

Period of employment--as per teacher contract.

NOTE: The percentage increment is yet to be defined but will remain within the district allocation for teachers' salaries.

COUNSELOR

Duties

1) Provides personal counseling and guidance.

2) Serves on an instructional team as a resource person to instructors and students.

4) Develops and implements continuous orientation programs for all new students.

5) Works with staff and students on developing awareness of interpersonal relations and communication skills.

6) Presents exposure to occupational and career patterns.

7) Develops and implements continuous information programs for students, staff and community.

Skills and Training

1) Is a certified counselor.

2) Gives evidence of knowledge and understanding in the following areas:

a. Psychological foundations and individual differences.

b. Learning theory.

c. Counseling theories and techniques.

d. Understanding the school as a social system.

e. Extensive practicum experience.

3) Demonstrates excellent interpersonal communication skills.

4) Demonstrates a willingness to become involved with students and staff.

Salary range: As per salary schedule

Period of employment: as per staff teacher contract, plus one week extended contract.

COUNSELING INTERN
(1/2 time counselor)

Duties

1) Serves as a general counselor working under direction of counseling staff assisting other counselors as needed.

Skills and Training

1) Has teaching certificate, working towards certificate in counseling.

2) Has demonstrated ability to deal with students, teachers, and parents.

Salary range: 45% of beginning salary of associate teacher.

Period of employment -- as per teacher contract.

IMC DIRECTOR

Duties

1) Disseminates continuous information for students and staff concerning:

   a. Mt. View IMC catalog, print and non-print materials, special reference books, and periodical listings.

2) Assists students in independent research.

3) Trains IMC personnel, students, teachers, and assistants in procedures, duties, and philosophy of center.

4) Makes yearly budget recommendations.

5) Prepares periodical order for CMC.

6) Selects print and non-print materials every year at time designated by CMC.

7) Attends area or team planning meetings and district CMC monthly meetings.

8) Provides instruction in library science skills and IMC orientation for all students.

9) Orients teachers during in-service week with IMC procedures, materials, and CMC forms.

Skills and Training

1) Certificated teacher, preferably with a M.L.S. or equivalency.

2) Demonstrates knowledge of:

   a. Print and non-print materials.
   b. Budgets and budgeting procedures.
   c. Curriculum.
   d. Current trends of IMC materials and equipment.

3) Works with students and faculty enthusiastically.

4) Communicates and has good rapport with total population of school.

5) Ability to organize and direct non-certificated personnel in efficient operation and use of instructional material center.

Salary range: as per teacher salary schedule (plus 4 weeks extended contract).

Period of employment: as per teacher contract plus 4 weeks extended contract.

ASSOCIATE TEACHER
(Differentiated position - Non-tenure)

Duties

1) Implements curriculum under the direction of an instructional team.

2) Time will be reserved for a planned program of professional growth within the building under the direction of the Methods Specialist and Master Teachers.

Skills and Training

1) Holds valid teaching certificate.

2) Has ability and desire to work as an effective team member.

3) Has, or is willing to participate in interpersonal relations training.

4) Has from 0 to 4 years teaching experience.

NOTE: Can be promoted to staff teacher any time after first year. Decision will be made by principal and I. C.

Salary range: as per regular district schedule with maximum step 2 at the Master's level.

Period of employment: as per teacher contract.

INTERN TEACHER

Retains present job description. Performs, essentially, the duties of an associate teacher.

Salary range: 45% of beginning salary.

Period of employment: as per teacher contract.

ACTIVITY DIRECTOR
(Non-tenure)

Duties

1) Coordinates all student extra-curricular activities in and out of building.

2) Works with student government.

3) Initiates student activity calendar.

4) Supervises school store--machines, ice cream.

5) Organizes and schedules assembly requests.

6) Coordinates faculty advisors for student functions.

7) Supervises special interest groups such as fire squad, rally squad, etc.

Skills and Training

1) Organizational and supervisory abilities.

2) Skill in procedures of meetings.

3) Communicates and works effectively with students and teachers.

Salary range: as per teacher salary schedule with released time.

Period of employment: as per teacher contract.

INSTRUCTORS FOR SPECIAL PROGRAMS

I. Special class teacher--This is an existing position that is provided for outside of the regular staff of the school.

Duties and prerequisite skills and training

Same as specified by district requirements.

Salary range: as per staff teacher salary schedule with released time.

Period of employment: as per teacher contract.

II. Developmental Education Teacher (Non-tenure)

Duties

1) Teach a self-contained class of academically able but otherwise handicapped students.

Skills and Training

1) Strong elementary background or preparation.

2) Skilled in individualized instruction.

3) Ability to work successfully with small groups.

4) Strong background in reading instruction.

5) Counseling experience or demonstrated ability to relate with individuals.

6) Demonstrated understanding of:

   a. Learning theory.
   b. Psychological foundations.
   c. Individual differences.

Salary range: as per staff teacher salary schedule.

Period of employment: as per teacher contract.

III. Teacher of Educationally Handicapped.

Duties

1) Teach a self-contained classroom of true remedial students needing remediation in basic communication and computational skills.

Skills and Training

1) Strong elementary background or preparation.

2) Strong background in reading instruction.

3) Expert in individualizing instruction.

4) Demonstrated ability to:

   a. Relate positively with individuals.
   b. Listen accurately and with empathy.
   c. Communicate effectively.

5) Demonstrated awareness of learning theory and research.

Salary range: as per staff teacher salary schedule.

Period of employment: as per teacher contract.

BUSINESS ASSISTANT
(Para-professional)
(Differentiated - non-tenure)

Duties

1) Maintains accounting records for all departments and student body accounts.

2) Process all purchase orders, requests, and deliveries.

3) Compiles annual budget from department requests.

4) Orders and processes student master cards, student class cards, student report cards, attendance cards, and forecasting materials.

5) Participates in planning the master schedule.

6) Facilitates routine schedule changes. (One which does not arise out of a conflict situation or which is acceptable by all parties. In other than routine schedule changes the technician refers students to a regular counselor).

Skills and Training

1) Training in accounting procedure.

2) Clerical skills.

3) Some knowledge of data processing and school budgeting.

4) Ability to order and handle IBM cards and equipment.

5) Good rapport with students, teachers, and parents.

Salary range: $2.50 to $3.50 per hour.

Period of employment: approximately 5 to 7 hours per day for 190 days.

PRODUCTION AND AUDIO VISUAL SPECIALIST
(Paraprofessional)
(Differentiated - Non-tenure)

Duties

1) Assists faculty and students with production items.

2) Orders Washington County 16mm requests.

3) Assumes responsibility for delivering materials from Washington County IMC and CMC to rooms.

4) Maintains:

   a. Check-out system for A/V equipment.

   b. Shelf list inventory of non-print materials.

   c. Continual record of production expenditures.

   d. Maintains acquisition listing for each non-print media.

   e. Due date records for all materials and traces materials that are not returned.

5) Sends A/V equipment to CMC for major repairs with their procedure form.

6) Keeps IMC Director informed of new non-print materials.

7) Processes non-print materials.

8) Files non-print color-coded cards in card catalog.

9) Types individual CMC requests for teachers.

Skills and Training

1) Possesses organizational skills.

2) Competent typist.

3) Demonstrates clerical ability.

4) Knowledge of A/V production, minor equipment repair, and machine operation.

Salary range: $2.00 to $3.50 per hour.

Period of employment: as per teacher contract.

COMMUNITY RESOURCE COORDINATOR
(Para-professional)
(Differentiated - Non-tenure)

Duties

1) Identifies career patterns with counselors.

2) Works under the supervision of the IMC director.

3) Assists teachers in designing practical student experiences that transfer to everyday life.

4) Prepares displays and demonstrates through multi-media a variety of career opportunities.

5) Acts as a liaison between elementary, junior high and senior high, and between teachers and vocational education directors.

6) Coordinates speakers, demonstrators, and field trips.

7) Initiates contact and coordinates activities utilizing community resources.

8) Maintains files on current community resources for use by staff and students.

Skills and Training

1) Exposure to a variety of career opportunities.

2) Relates easily to students and staff.

3) Knowledge of community needs and resources.

Salary range: $2.00 to $3.50 per hour.

Period of employment - as per teacher contract.

INDEPENDENT STUDY FACILITATOR
(Paraprofessional)
(Differentiated - Non-tenure)

Duties

1) Assista students in independent research under direction of IMC director.

2) Stimulates interest and initially motivates group discussion.

Skills and Training

1) Knowledge of research procedures.
   a. Ability to use readers guide.
   b. Ability to use card catalog.

2) Familiar with content and location of IMC materials.

3) Good rapport and communication with students and faculty.

4) Ability to operate all A/V equipment.

5) Knowledge of charge-out procedure.

6) Transmits enthusiasm to students.

Salary range: $2.00 to $3.50 per hour.

Period of employment - as per teacher contract.

PARA-PROFESSIONALS
(Differentiated - Non-tenure)

I. Clerical Aide (Peers, High School, Part-time adults)

Duties

1) Mans teacher work rooms.

2) Organize room and work assigned.

3) Relieve office staff for lunch and other breaks and in case of clerical overload.

Skills and Training

1) Typing ability.

2) Run duplicating machines.

3) Clerical skills.

Salary range: $1.50 to $3.00 per hour

Period of employment - as per teacher contract.

II. Classroom Aide (Peers, High School, Part-time adults)

Duties

1) Works under the direct supervision of a certificated staff member.

Skills and Training

1) Desire to work with Jr. High students in the instructional environment.

Salary range: $1.50 to $3.00 per hour.

Period of employment - as per teacher contract.

III. Classroom Assistant (Adults)

Duties

1) Works in the instructional environment under the direction of certificated staff.

2) Is involved in planning, organizing and implementing the instructional program.

Skills and Training

1) College or work experience.

Salary range: $2.00 to $3.50 per hour

Period of employment - as per teacher contract.

IV. Resource Specialist.

This is a person who is identified as a specialist in a specific area who may be invited into the school for a short period of time.

Duties

1) Determined by need.

Skills and Training

1) Demonstrated competence in a specific area with the ability to communicate with students.

Salary range: Subject to current hourly wage of the area and reasonable expenses if an honorarium is unacceptable.

Period of employment - as needed.

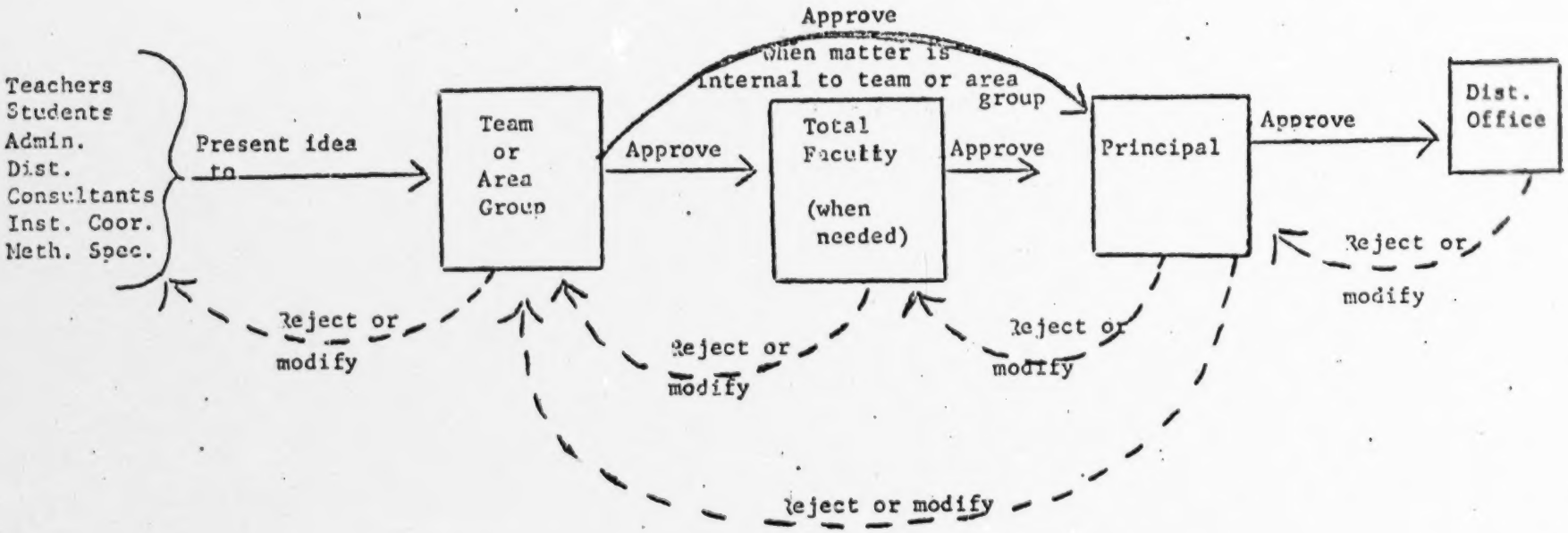
SPECIAL NOTES

1. The principal and the staff will develop a procedure for evaluation of all staff members.

2. The principal and staff will also develop during the summer workshop a method for determining the responsibility factors for staff teachers, area leaders and master teachers i.e. extended contracts, responsibility increments and release time.

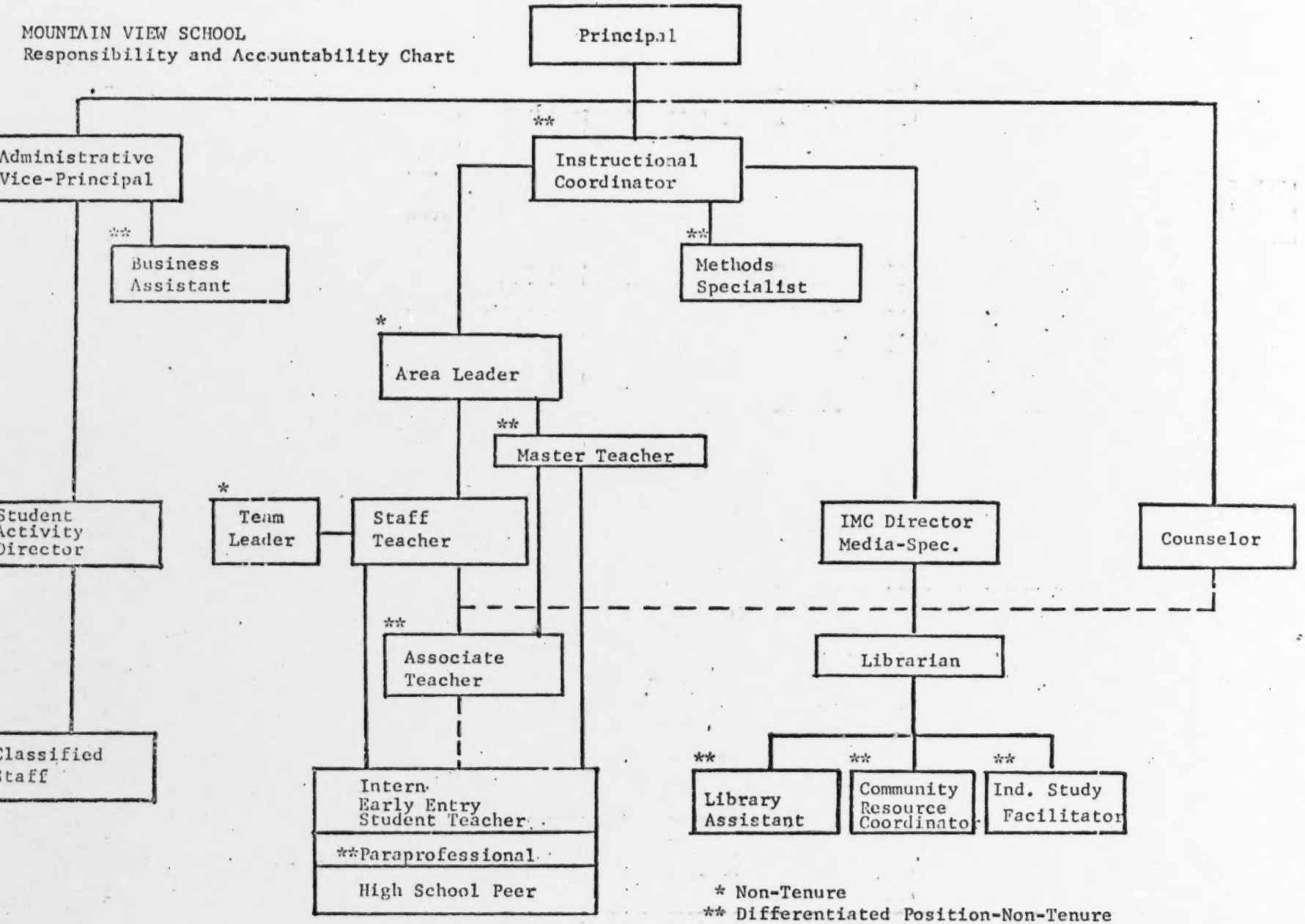
3. If a staff member holds more than one position of special responsibility, he will receive the salary of the higher paying position and be allocated released time necessary to fulfill the described duties.

MOUNTAIN VIEW SCHOOL



Policy - 90% Consensus
Procedure - 2/3 Majority

MOUNTAIN VIEW SCHOOL
Responsibility and Accountability Chart



* Non-Tenure
** Differentiated Position-Non-Tenure

.....WHAT'S DIFFERENT ABOUT A "DIFFERENTIATED" SCHOOL?

Prepared by the Staff of Mountain View School

Differentiated Staffing Project

BEAVERTON SCHOOL DISTRICT
P. O. Box 200
Beaverton, Oregon 97005

....WHAT'S DIFFERENT ABOUT A "DIFFERENTIATED" SCHOOL?

****
How does teaching within an Intermediate School operating on a Differentiated Staffing Pattern differ from a teaching situation in a traditionally staffed Intermediate School?
****

This report is a summary derived from written reaction-reports submitted by twelve members of the staff at Mountain View Intermediate School at the end of the 1970-71 academic year. A cross-section of various levels of involvement is represented: three Area Leaders (several years of proficient teaching background in traditional schools); two teachers in their first year of teaching; two teachers, with less experience than the Area Leaders, who likewise previously had taught in traditionally-staffed schools; two classroon assistants, and three persons who held "new" differentiated positions...

The three salient points which emerge from the reaction-survey are these:

1) More adults-per-student are made available in the learning activities;

2) More frequent use is made of community-resources and personnel;

3) More "open" communication exists among the staff members.

MORE ADULTS PER STUDENT

As stated by one Mountain View teacher who had taught in traditional schools for five years, differentiated staffing allowed him to 'devote most of my time to the two aspects of teaching I enjoy most: working with students and planning of instruction...after having taught with an assistant, I would feel quite hampered if I had to go back to teaching without one.' The two aspects of teaching which this teacher indicates are those common to any teacher. However, the emphasis is on the word "most"; more time was available to these aspects than would have been possible under the traditional staffing pattern.

Several teachers expressed an emphatic appreciation of the tasks performed by their assistants, alleviating them of "lower level" teaching tasks so as to enable more concentration on the "higher levels" of teaching. Teachers enumerated several tasks of which their assistant was responsible (differing somewhat in each subject area because of respective needs): maintenance of classroom files and grade book records; typing; duplicating materials; inventoring supplies; distributing lab materials.

The survey established that small-group activity is definitely made more possible with the use of classroom assistants. In the applied arts area, for example, the department operated with the incorporation of three assistant teachers in the arts and crafts classes, a half-time assistant in home economics, and an assistant in industrial arts. In addition, a teacher-intern from Oregon State University was also employed for four months to assist in the

Student-aides--peers and those from a high school pre-teaching course of study--also gave assistance for one or two periods a day per certificated teacher in the applied arts area.

Mathematically, it is obvious that there is a greater opportunity for small group-teacher relationships. Mountain View, on a traditional staffing pattern, would have thirty teachers involved in the instructional process, while under the differentiated pattern, there will be forty-nine teachers and classroom assistants involved.

In the home economics area, a classroom assistant guided small-group work, gave individual help to students, participated in evaluations of student progress, arranged for resource people for class visitation, organized department facilities, supervised upkeep of equipment, and assisted in cooking demonstrations.

A student-assistant worked with certain students, helped to set up for demonstrations and lab sessions, did typing and took roll.

A high school assistant was active in helping individual students when need arose, developed audio-visual materials of a simple nature and maintained bulletin board displays.

In the physical education area, the large classes were handled more easily because of the use of college interns, high school aides, and assistants--adult and peer. Team-teaching was used, with small and large group activity. The teach leader "rotated", depending upon the unit of study, so as to capitalize upon the strengths of the people in the department with respect to their particular expertise. Forty-five minutes a day were set aside for area meetings and team planning sessions. Some of the time was also spend working with and helping to train the classroom assistants. Approximately thirty minutes per week were spent in giving ideas and information to the student assistants, so as to have them primed for the week's activities. Twice a week, students from Aloha High School came to observe and to participate in group activity, as part of their pre-teaching course of study.

In the typical, required physical education classes, there are approximately 120 students, involving two certificated teachers, one classroom assistant, two Mountain View student-assistants (specially selected), and one high school aide. Moreover, there are student-teachers assigned throughout the year.

A classroom assistant in the language arts area reported that her main duties were: helping students who needed "extra" time; giving simple instructions and organizational pointers; observing and motivating group discussions; keeping up with what was being taught so as to help students with the material under consideration; correcting daily quizzes, and helping to maintain classroom discipline.

At times, she administered verbal exams and motivated group projects. She was also given the opportunity to plan and execute lessons of her own, in conjunction with the general class-treatise, supervised by the staff teacher. One period a day was spent with the certificated teacher whom she assisted, so that she might be informed as to the plans for the following day. She was made responsible for maintenance of the grade book and classroom supplies and files.

Another classroom assistant felt that his role was a logical, necessary part for effective instruction. He draws a symbolic parallel:

> 'Can you imagine a doctor doing the job of a nurse (he has greater talents); or a nurse doing the task of a receptionist (wasted talent); or the receptionist being a technician (she hasn't the training); or the technician doing the job of the doctor? Today is a day of specialization...so why should the doctor be doctor-technician-nurse-receptionist-bookkeeper all wrapped up into one package? Waste of talent? I'll say! He should specialize in doctoring!

Besides enumerating several clerical tasks performed by his assistant, this particular teacher also pointed out that some students sought out the help of the assistant, rather than the teacher, due to personality differences. This, he felt, was a great asset for reaching personality differences among students.

MORE USE OF COMMUNITY RESOURCES

Examples of the use of people from the community were particularly seen in the applied arts area. During the past school year, the department utilized the following: an architect, a caligrapher, a graphic artist, a potter, and a cement finisher.

In the home economics area, approximately twenty-five resource persons were used in the classroom. Also, numerous field trips to business firms allied to the curriculum were made for on-the-spot instruction and observation.

The utilization of resource people from the community will be greatly enlarged during the current school year with the addition of a Community-Resource Coordinator, devoting three hours per day to this specific task.

MORE OPEN COMMUNICATION AMONG THE STAFF

The desire of the total staff to act and to move with more determination and dedication to teaching is attributed to a very open communication level.

Frequent dialogue by staff members is maintained within and among the various departmental areas of the curriculum. Listening and planning are commonplace. A feeling of enthusiasm and innovation is an apparent by-product of mutual participation and general agreement, made possible with the open avenues of communication.

The report also revealed that the subject Area Leaders appreciated the opportunity to be able to interview for employment both prospective teachers and classroom assistants in their area...to have some "say-so" as to whether they are hired. The feeling is that a compatability between the teacher and his assistant--or assistants--is the prime requisite for an effective teaching situation under the new staffing pattern.

One teacher comments, 'I am more involved in making decisions that pertain to my department than I was in previous schools. Moreover, I feel that I have had to be concerned with how my program and needs affect the total school program'.

REPORTS FROM AREA LEADERS

The Area Leader at Mountain View has all the duties of an Area Chairman. The differentiating of the position is the manner in which these responsibilities are met: as stated by an Area Leader in the science area, 'There is a greated sharing of direction in which the area moves and more freedom for the individual teacher to develop his or her instructional expertise.' The Area Leader must consider the classroom assistant and allow for, as well as encourage, their growth as an important contributor, by providing them with responsibilites in keeping with their role and background.

Another Area Leader mentioned the role she had in coordinating the assistant with whom she worked, 'being organized and ahead-of-the-game enough to have a smooth running department. It also involved being an open-minded person, willing to change and grow.'

Area Leaders indicated that differentiated alleviated the pressure of large class numbers. Having an assistant allowed for more effective grouping. One of the Leaders in the language arts area commented,

> 'I feel that, because of our larger class sizes, teachers have been more or less forced to individualize and group. It is almost impossible to carry on a discussion with a high percentage of involvement of forty or more junior high students at a time. Thus, even though the class size is large, the students are getting more individual attention because the teacher can no longer spend large amounts of time talking to or discussing with the total class. Instead, they are broken into small groups according to the activity, and the purppse, interest, or ability. Having an assistant allows for more effective grouping. We have rarely grouped the same way twice this year. Sometimes the grouping is determined by the capabilities of the assistant and the teacher (such as situations where the teacher discusses with half of the class while the assistant supervises the other half in some work preparatory to the discussion). But, more often, the grouping is determined by the needs, interests, and abilities of the students. Another example would be when dividing the class into numerous groups of three or four students each, with the teacher helping half of the groups and the assistant the other half.'

There was a general consensus among the Area Leaders that the "extra arms" which they had at their disposal made for a more effective teaching

situation...providing the one "arm" knew what the other was doing through' prior planning, delineation of duties, and clearly understood direction. Efficiency demands a non-overlapping of duties and a pre-determined course of action, presupposing a compatibility among those involved in the same teaching situation.

SPECIFIC FUNCTIONS OF, AND OBSERVATIONS FROM, NON-TEACHING PERSONNEL IN VARIOUS DIFFERENTIATED POSITIONS

The following is a brief resume of the general functions of "differentiated" individuals who fulfill specific needs within the school (based upon the 1970-71 school year):

The Audio-visual Coordinator handles the ordering and distribution of all films and equipment secured from the Curriculum Materials Center and serves in a secretarial capacity for the Instructional Materials Center of the school.

Also in the I.M.C. at Mountain View is the Independent Study Facilitator. Her role is primarily one of reinforcement for teachers and students using the library facilities of the school. The tasks are varied, shifting as needs and situations arise. Basically, the "continual" tasks are as follows:

1) Assist students in finding material, wherher it be for a report or for their own personal interest. (The task here is to see that they are not frustrated either by lack of skill or lack of time in finding what they want.)
2) Assist teachers by pulling books they will need for their study units. (They are placed on reserve and a bibliography is made for future reference. When students come as a class to the library to use this material, she lends assistance to them.)
3) Checking over materials in the I.M.C., whenever possible, browsing around books, especially those on the Reserve Shelf, and advising teachers what is available and what is not available for the students. Lesson plans of the teachers are very helpful here. Class visitations would also help, but have not been found to be practical during the past school year.
4) Supervision of students on "independent study": the responsibility is to see that these students meet their commitment, or try, to the best of their ability. Establishing an atmosphere in the I.M.C. for learning involved this role of the "policeman".

5) Contacting teachers to advise them concerning their students' use of the I.M.C., so they follow up any problems or situations if they choose to.
6) Instructing a student in a particular libaray skill as needed, i.e., card catalog, periodical guide, etc.--a one-to-one teaching situation.

Perhaps the most innovative position at Mountain View is that of the Methods Specialist. Greater length will be given here to this position, inasmuch as it embraces a wide scope of activity.

The two main duties of the Methods Specialist are to keep abreast of curriculum and educational trends, techniques, and materials (50% of the time), and to become involved as a teaching member of various teams (50% of the time). This is done in two ways: by analyzing problems, proposing, and/or demonstrating creative and innovative solutions for instructional programs; also, by instructing teachers and paraprofessionals in various teaching strategies.

The working day is independently scheduled, with no direct assignment to students or teachers. This is much like the administrators of the intermediate schools, except for the fact that the total time is spent in the instructional program of the school. The independence of scheduling allows help to be given to emergency needs of teachers and students as well as for long range needs. This also makes it possible to use time efficiently, because as soon as a need diminishes, the schedule can move the person out and into another area. If there are no immediate teacher needs, he can then use that time to research new materials and techniques that would be applicable to the building.

The Methods Specialist spends most of his time in planning, organizing, and implementing instructional material with teachers.

As stated by the Methods Specialist, 'For example, a teacher may come to me and want to develop a unit of study. We bounce around our feelings about student needs, curriculum relevance, "inside" materials available, "outside" resources available, time allotments, techniques and methods

to use, etc. At this point we decide who will follow up on those items that need to be looked into and then proceed to do so.'

The time spent on this type of activity may last one hour or several hours, depending upon the scope of the unit.

'We then do our research, gather our materials, and think about the alternatives possible for the unit. We then get together and formalize what we have and determine what objectives we specifically want to fulfill. This usually takes most of the time spent in planning, and may amount to days of work.'

The Methods Specialist contracts resource people (academic year 1970-71), finds materials, arranges the use of equipment and ideas from other buildings. He observes other people doing things similar and brings back ideas. All of these things cannot be done by the classroom teacher, because they have a daily commitment to the students.

'When it comes time to present the unit,' this person relates, 'we decide whether or not I come to the classroom as a team member or as an observer-evaluator, or not at all. Many times I stay as a team member or as an observer for the total unit--if it is one that requires more teacher bodies because of methods and techniques. Many times when a teacher is trying out a new idea, they need extra help just to get it off the ground.'

The Methods Specialist also helps to develop evaluation instruments or procedures to allow for progress feedback for a particular unit. He also discusses and counsels about classroom or staff problems. Many staff members do not want to confront a particular problem or staff member on their own and need reinforcement. He states, 'I usually provide a structure by which we can deal with the problem, instead of tolerating it until it explodes.'

He also visits classrooms, to give feedback to the teacher about a specific problem he or she has identified. This usually culminates with the teacher and the Specialist discussing possible alternatives and strategies.

He also helps teachers explore materials available for purchase and make judgements about how well they will apply to the curriculum. Along with this, he writes outlines and objectives for proposed program changes which must be submitted to the Director of Secondary Education.

The Methods Specialist is also involved in two basic kinds of research: request-research, wherein he tries to find materials or techniques to fulfill a specific need or a teacher; the other type is exploratory-research, wherein he investigates materials and techniques that may be new or unique, to discover if they have any potential for the program within the school. He in no way tries to be 'a fountain of knowledge, but instead, a knowledgeable person who takes time to investigate as many alternatives that are available.'

"Expanded" staffing allows a more individualized approach in new curriculum offerings. The I.S.C.S. project, currently operating within the curriculum, was organized to produce a system of individualized instruction that could be implemented by today's teachers working in today's schools. Extensive field testing made possible the necessary decisions to accomplish the two basic goals that were desires, viz., the pace of instruction can be varied to suit the needs of the student; secondly, the level of sequences of instruction can be varied to meet the needs of the student.

Under the differentiated pattern, the teacher is given a greater challenge: he is given more available teaching time in which to impart a more effective "teaching moment". He is given more time to devote to building stronger methodology, to make instruction more meaningful. He is freed from "non-teaching" tasks (non-instructional, clerical duties) in order that he may be made freer to concentrate upon the quality of his instruction. How he uses this "bonus" is a measure of his integrity as a teacher; it becomes an earmark of his level of professionalism.

The success of the new staffing pattern rests within the personal respon-

sibility and accountability of each staff member involved in it...a mutual commitment to the premises upon which it is built.

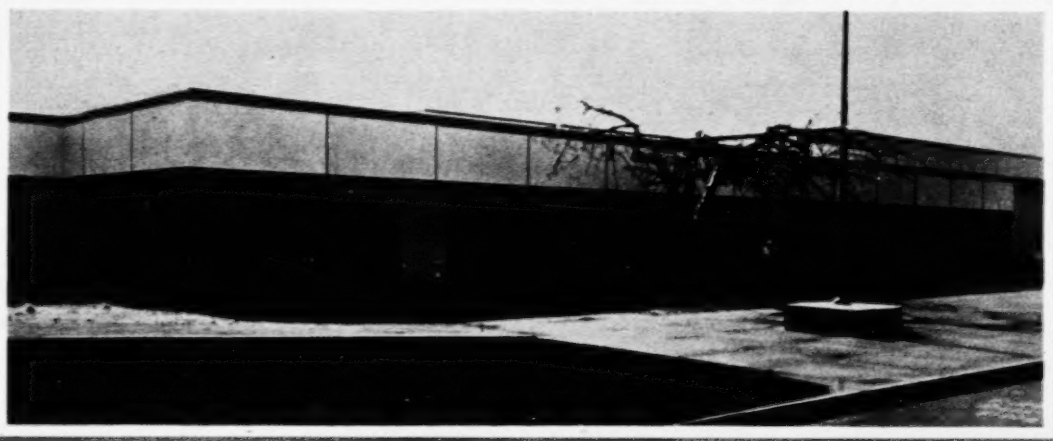
As a first-year teacher commented in his report, 'The classroom assistant is an important and integral part of the system. They are really what makes the classroom function efficiently.' The classroom-assistant has become a valuable team member by 1) seeing that all materials are available to students regardless of where they are in the book; 2) helping students set up investigations; 3) helping poor readers; 4) guiding students in taking self-evaluations; 5) taking roll; 6) moving from group to group and observing, questioning, and directing as needed.

When used in a prudent manner, the assistant becomes the greatest benefit to an energetic teacher. But, when not utilized to best advantage, the assistant becomes a wasteful investment. Compatibility between the certificated teacher and his assistant is essential. Having a role in the selection of assistants is pointed out by the certificated teacher as the underlying reason for the unusual interpersonal success.

The staff feels that there is also a type of "unplanned for" advantage in having teacher-assistants: the continuity of the daily program does not suffer if the teacher is absent. The assistant knows what is going on, discipline is maintained, and the substitute teacher is able to really continue the work of the class instead of only "babysitting". Several substitutes have remarked at how they enjoyed teaching at Mountain View because of that fact.

(The staff also feels that they have a good-thing-going in differentiated staffing...and at Mountain View, things are going unusually well.)

A Look at.....



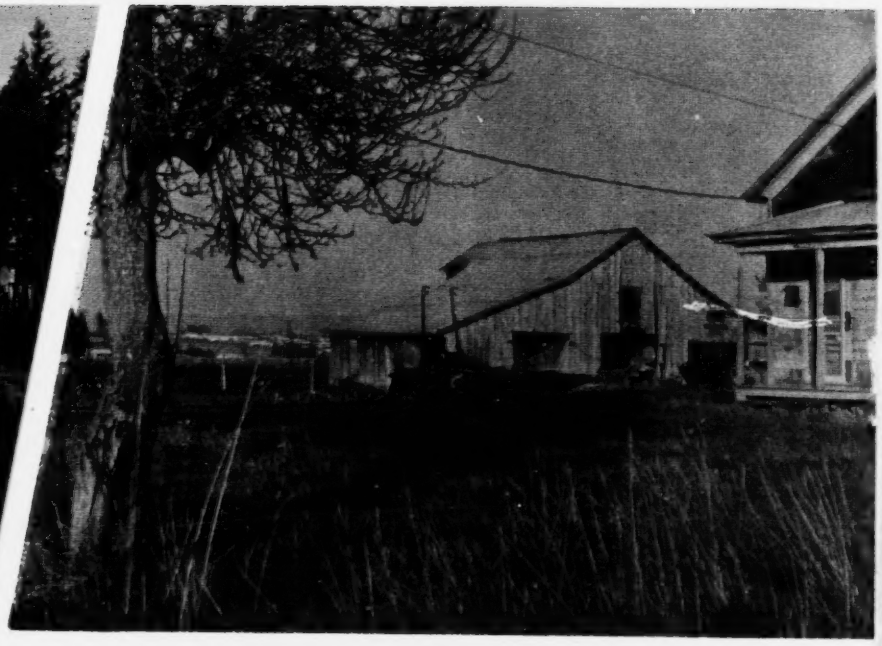
Mountain View Intermediate

Cooper Mountain Elementary

DIFFERENTIATED STAFFING

WASHINGTON COUNTY SCHOOL DISTRICT 48
BEAVERTON, OREGON

. . . helping to steer the way to an improvement in the education process, in view of growing student enrollment . . . disenchanted students . . . disillusioned teachers



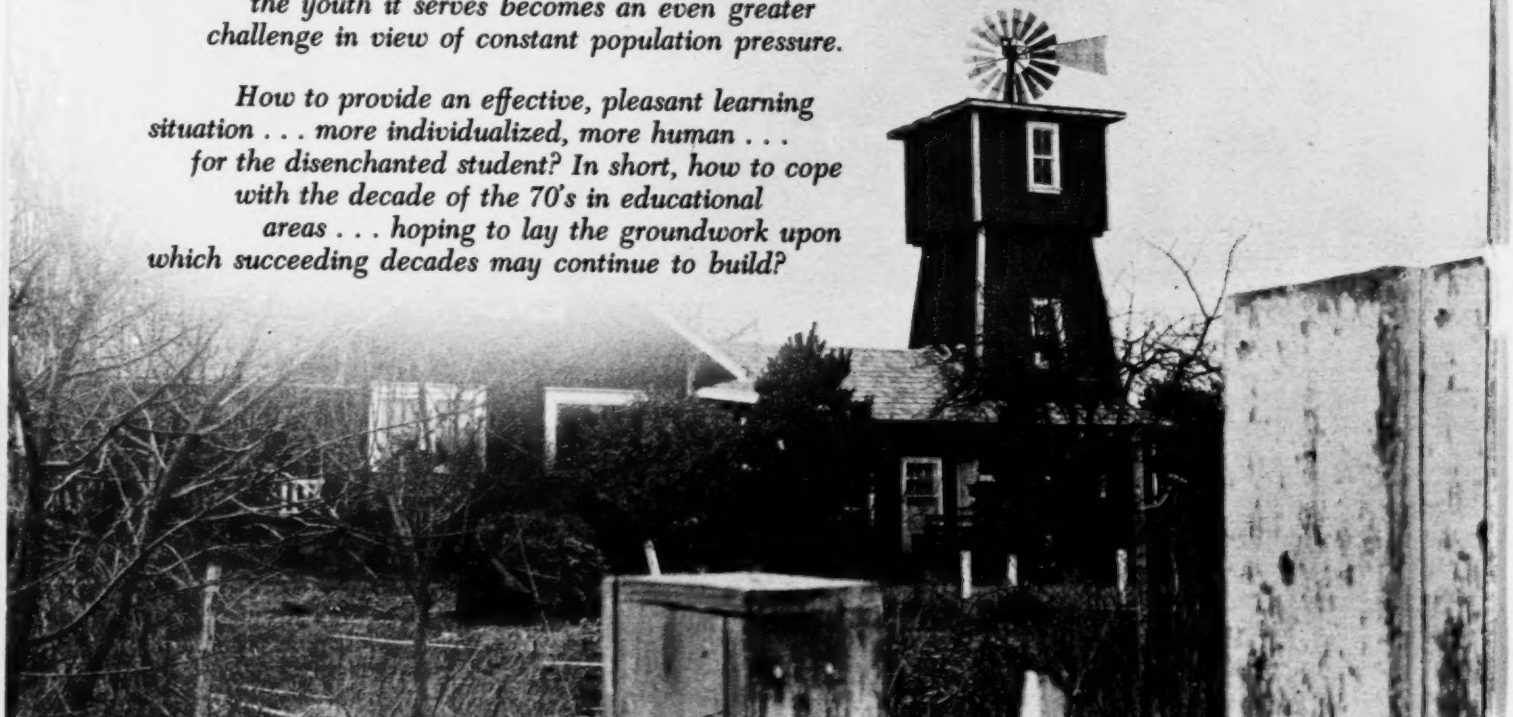
Rural To Suburban . . .

A Challenging Growth . . .

***GROWTH** . . . the Beaverton area sheds its rural cloak to put on new and vibrant attire: that of a bustling suburban community in the fastest growing county in the state. Caught up in the urban sprawl of its metropolitan neighbor, the Beaverton area has seen its population skyrocket during the past decade.*

Growth brings growing demands . . . and Washington County School District 48—one of the largest in Oregon—has truly experienced a surge in student enrollment. Sustaining a high quality of education for the youth it serves becomes an even greater challenge in view of constant population pressure.

How to provide an effective, pleasant learning situation . . . more individualized, more human . . . for the disenchanted student? In short, how to cope with the decade of the 70's in educational areas . . . hoping to lay the groundwork upon which succeeding decades may continue to build?

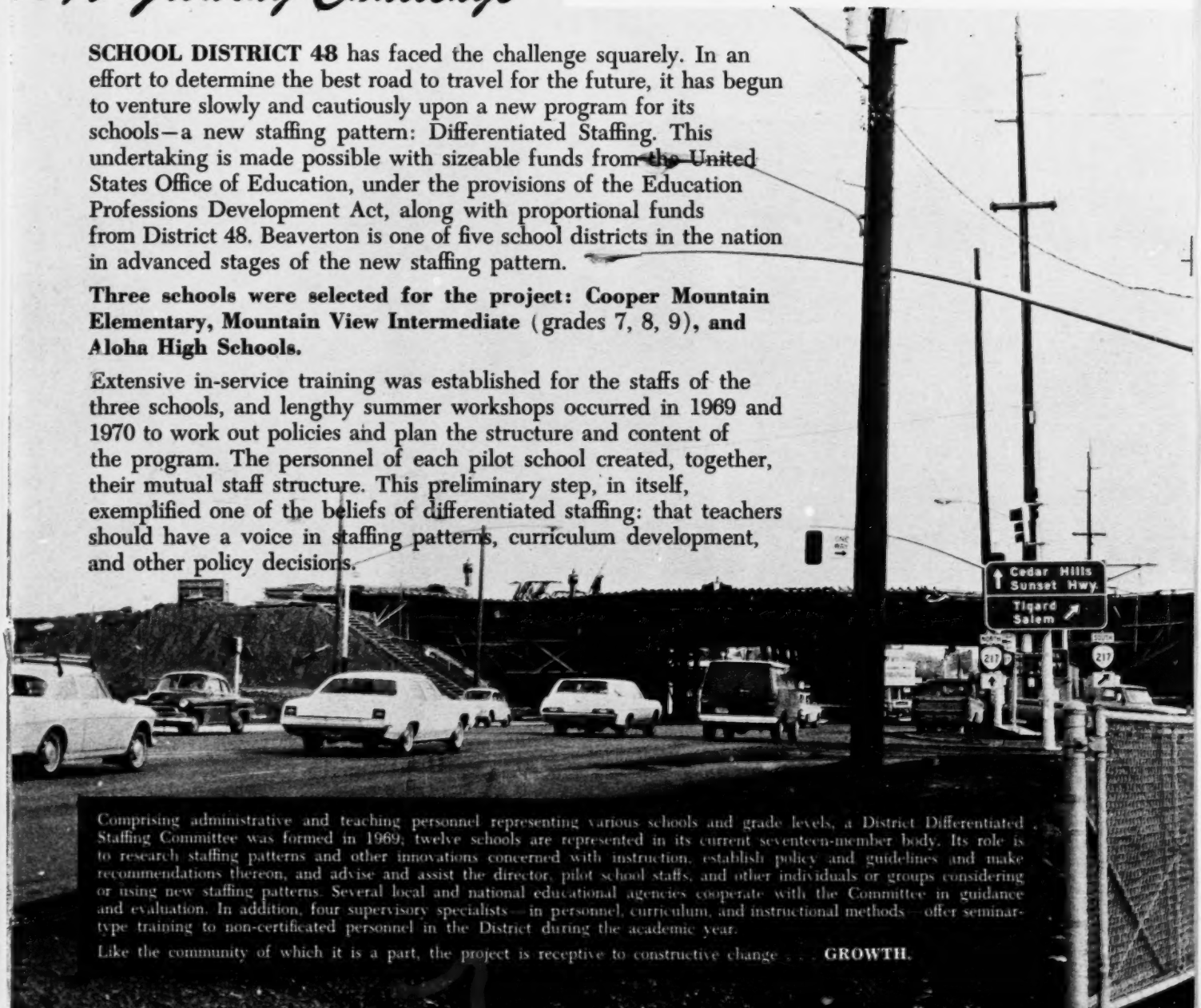


. . A Growing Challenge

SCHOOL DISTRICT 48 has faced the challenge squarely. In an effort to determine the best road to travel for the future, it has begun to venture slowly and cautiously upon a new program for its schools—a new staffing pattern: Differentiated Staffing. This undertaking is made possible with sizeable funds from the United States Office of Education, under the provisions of the Education Professions Development Act, along with proportional funds from District 48. Beaverton is one of five school districts in the nation in advanced stages of the new staffing pattern.

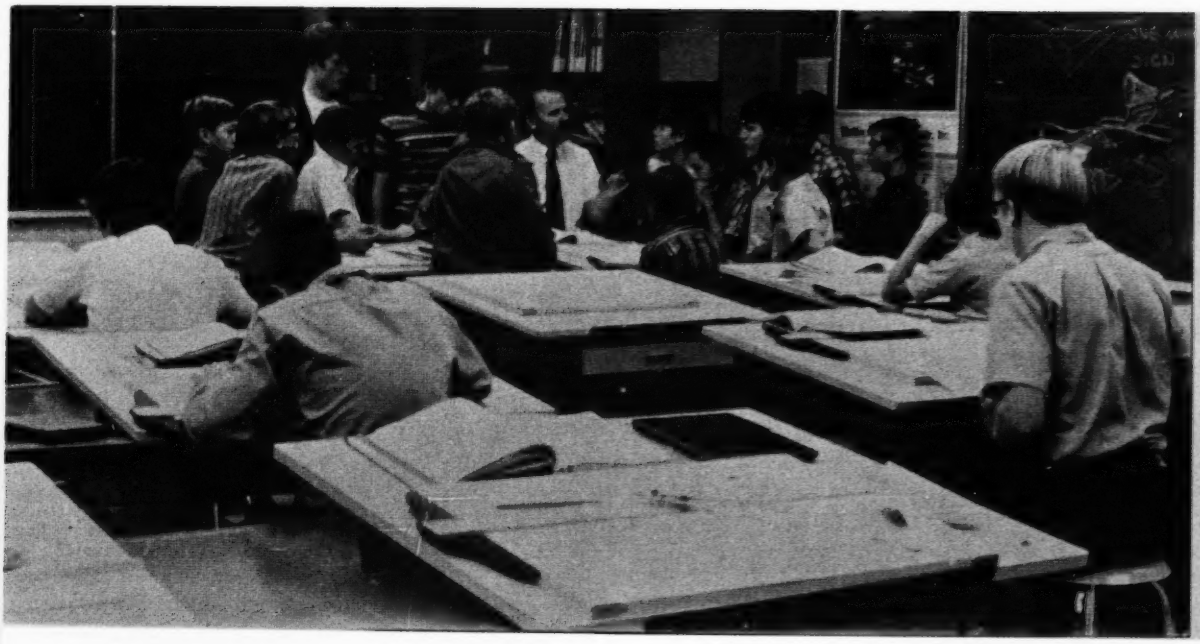
Three schools were selected for the project: Cooper Mountain Elementary, Mountain View Intermediate (grades 7, 8, 9), **and Aloha High Schools.**

Extensive in-service training was established for the staffs of the three schools, and lengthy summer workshops occurred in 1969 and 1970 to work out policies and plan the structure and content of the program. The personnel of each pilot school created, together, their mutual staff structure. This preliminary step, in itself, exemplified one of the beliefs of differentiated staffing: that teachers should have a voice in staffing patterns, curriculum development, and other policy decisions.



Comprising administrative and teaching personnel representing various schools and grade levels, a District Differentiated Staffing Committee was formed in 1969; twelve schools are represented in its current seventeen-member body. Its role is to research staffing patterns and other innovations concerned with instruction, establish policy and guidelines and make recommendations thereon, and advise and assist the director, pilot school staffs, and other individuals or groups considering or using new staffing patterns. Several local and national educational agencies cooperate with the Committee in guidance and evaluation. In addition, four supervisory specialists—in personnel, curriculum, and instructional methods—offer seminar-type training to non-certificated personnel in the District during the academic year.

Like the community of which it is a part, the project is receptive to constructive change . . . **GROWTH.**

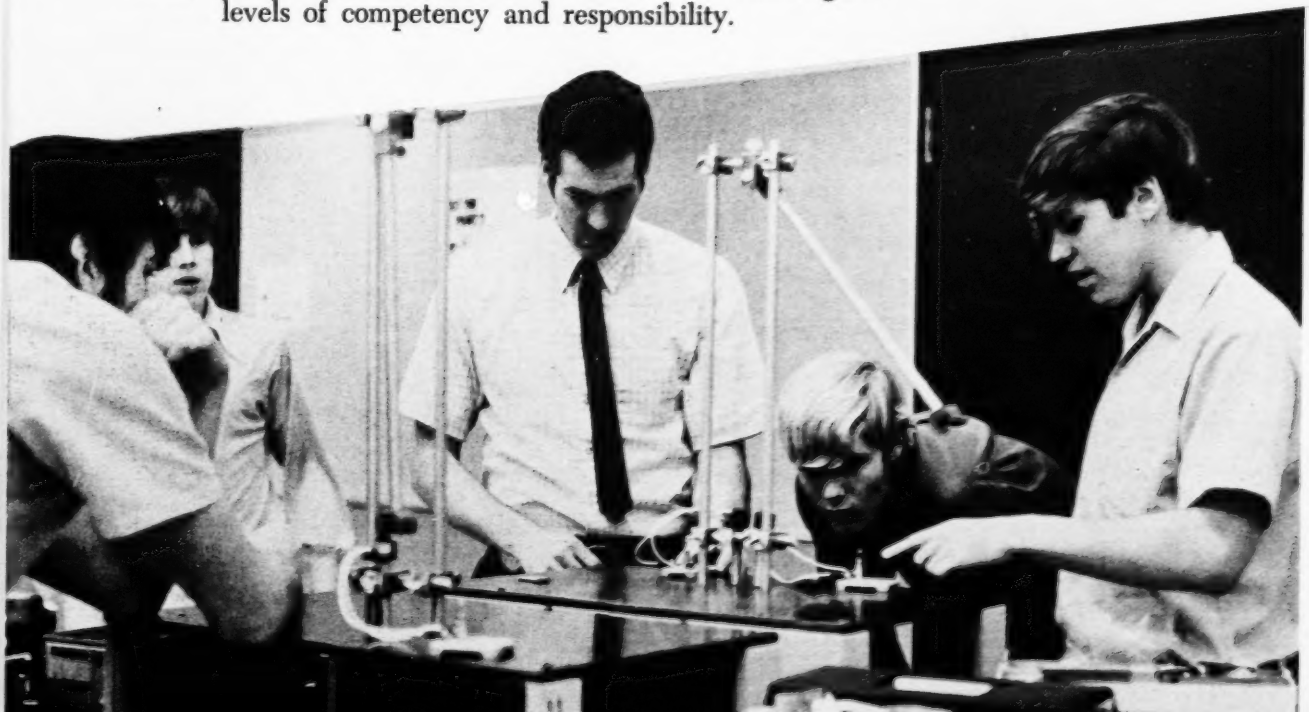


. . . A RELATIVELY NEW IDEA IN AMERICAN EDUCATION, although its origin is found

Better Use of Better Teachers . . .

DIFFERENTIATED STAFFING IS AN ATTEMPT TO MAKE MORE EFFICIENT USE OF SCHOOL PERSONNEL. It recognizes that teachers vary from one another in more than physical appearance: training and experience, skills and abilities, interests and ambitions.

Under the new staffing pattern, teachers are differentiated: they have different responsibilities and assignments, according to their particular preferences and capabilities, and they receive different salaries corresponding to the differences in roles. The traditional staff salary scales do not distinguish levels of competency and responsibility.



Left:
Staff Teacher with Assistant (background)

Right:
Staff Teacher and College-Aide (left)

in human nature itself . . .

On A Professional Career - Ladder

DIFFERENTIATED STAFFING PROVIDES A CHALLENGING CAREER-LADDER FOR THE DEDICATED TEACHER . . . to keep him doing what a good teacher does best . . . teach. The financial lure to pursue other jobs, many outside the field of education, is minimized by the new, professional incentive. Successful performance in the role of teaching is recognized. Teachers may move up the ladder as they meet the requirements and when they are able to assume the added responsibilities. Or, they may be very content and effective to remain at a particular level, if they choose, in keeping with one's own skills, physical capacity, and personality. Whatever, the financial footing is more secure on each progressive rung of the career-ladder for those who willingly and ably embrace roles of greater responsibility.

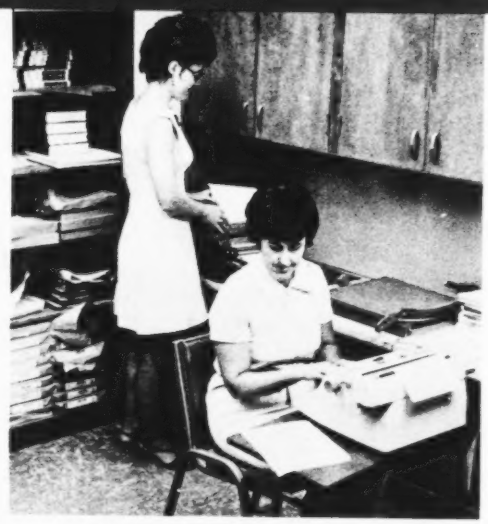
Teacher-assistant *(left background, pointing)* helps the staff teacher (conversing with student in center background) in an eighth grade science class

TEACHER ASSISTANTS: Besides providing clerical help, certain qualified, non-certificated aides also serve the teacher in the classroom with various directed "follow-up" activity: helping an individual student, giving an exam, organizing and obtaining lab materials, preparation of visual aids, and many other responsibilities assigned by the teacher.

Teacher-assistants, continuing their own education, are promoted up the career ladder to the fully-certified level.

NEW SOURCES OF ENERGY TO

Under the new staffing pattern, a certificated teacher is able to do precisely that for which he or she was hired: ***to teach***, whether it be in the general classroom situation, with small group activities, or with students who need special help because of progress at a rate different than the class. This is possible because many of the hours consumed by a teacher in routine, non-instructional and clerical tasks—both in and out of the classroom—are performed by ***CLERICAL AIDES.***



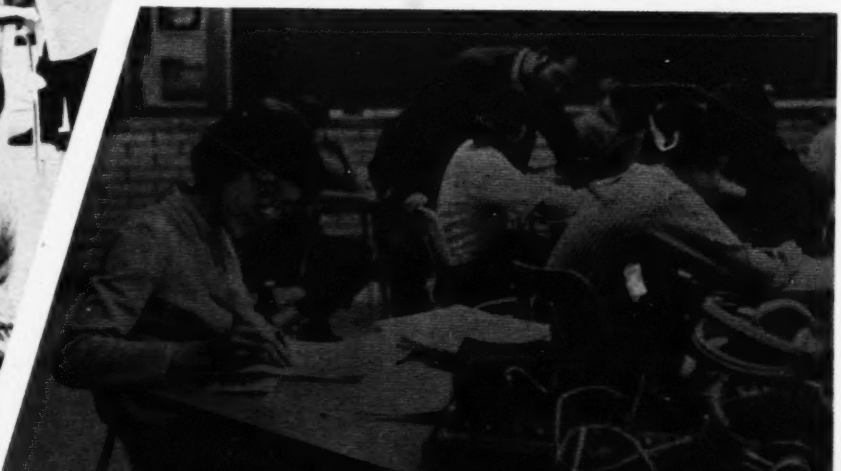
Clerical aides perform several time-consuming tasks for teachers — as typing and duplicating needed classroom materials

An Aide *(left)* at Cooper Mountain Elementary School serves the teacher in both instructional and clerical roles

These are persons who work in behalf of the certificated teacher, assigned to do those tasks which traditionally have robbed the teacher of valuable instruction time. Because of basic differences in training and experience, lack of certification, and lesser responsibilities, these adult aides are on a lower salary rate than the certificated teacher; they are hired either on a full or part-time basis. Having higher-paid, certificated personnel perform these non-instructional tasks is hardly a prudent, economical arrangement—especially when, as teachers, they are being robbed of the opportunity to do exactly that—teach!

Associate Teacher (of. pg. 7) and Assistant, in

Teacher-assistant performing clerical duties in classroom



MEET PARTICULAR NEEDS . . .

Also a part of the career ladder are **TEACHER INTERNS.** These are college graduate students who receive salaried on-the-job experience in pursuing a teaching career. Interns assist the certificated teacher in those areas found helpful to the teacher in carrying out initial instruction to greater, personal effectiveness.

The **"EARLY ENTRY"** teacher-candidate is a college junior or senior placed in a public school environment to give him an opportunity to gain experience in the teaching profession. The objective is to give these candidates experience that will enable them to make a wise choice in deciding whether or not to continue pursuing teaching as a career. They also lend valuable assistance to the certificated teacher in implementing the curriculum in the school.

There are also **ASSOCIATE TEACHERS** on the differentiated ladder; these are beginning, certificated teachers. They are alloted more time for instructional planning than the more experienced Staff Teacher, and work under the close direction of Team Leaders and Methods Specialist. Inasmuch as their teaching activities and responsibilities are less than that of a Staff Teacher, the salary is less—commensurate with experience and duties.

Left: Associate Teacher and Assistant

Below: Staff Teacher in an Intermediate-level art class is assisted by high-school aides *(left background)* and a peer-aide *(ninth-grader)* in foreground

PEER AIDES—students within the age bracket of those in the classroom—also assist the certificated teacher. These specially selected students are able to communicate effectively with those nearly-their-age on the senior and junior high levels.

Above: Instructional Co-ordinator advises an Associate Teacher and assistants regarding a textbook policy matter. *(Below):* He also visits classes to talk with students and evaluates effectiveness of the curriculum.

At the top of the professional ladder are highly specialized personnel, *e.g.*—**INSTRUCTIONAL CO-ORDINATORS.** Their special expertise and academic background are used in curriculum matters, furnishing the school with up-to-date knowledge of new approaches and findings in educational methods and curriculum content. About twenty-five percent of their time is spent in contact with students.

TEAM OR AREA LEADERS use their background of several years of successful teaching experience to assist fellow teachers—as a type of specialist, knowledgeable in student needs and problems relating to particular subject areas. These team leaders work to constantly improve the quality of teaching in their areas and to increase the amount of learning by students in those courses.

More flexible use is made of the teacher's time and talent under the new staffing pattern. INDIVIDUALIZED INSTRUCTION can become more a reality than a hope. Traditional patterns were not found to have worked well in achieving this goal. By utilizing personnel in a more efficient manner, a teacher can spend more time daily in direct student contact; the adult-to-student ratio can be greatly reduced.

Below: Staff Teachers *(right background and foreground)* working with college-aide *(left background)* and Teacher Assistants in a tri-room activity complex.

THE STAFF TEACHER — certificated, experienced and proficient — carries full instructional responsibility. Besides directing those who lend assistance to him, he also serves as a member of an instructional team related to his particular subject field.

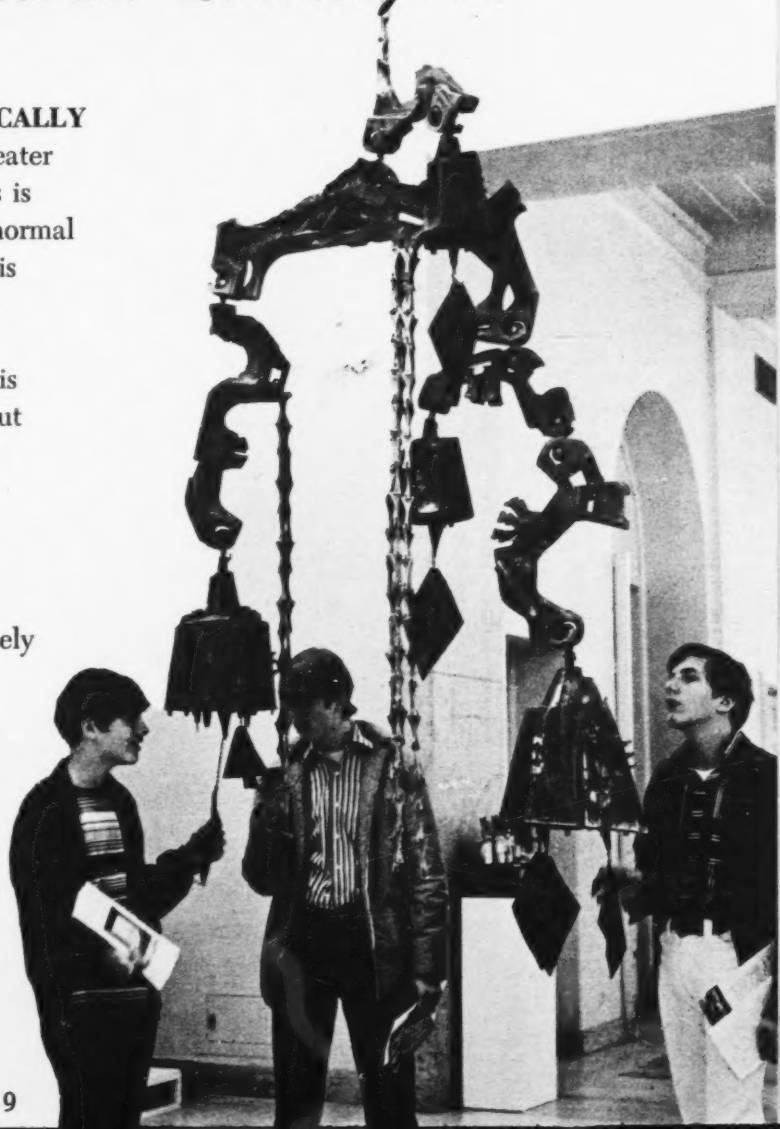
An Indian museum becomes "the classroom" for eighth grade U.S. History students

Seen departing from a "learning center" (a local gallery of arts and crafts) are students of a Beginning Crafts class

Striving for More Relevant Learning . . .

UNDER THE NEW PATTERN, THE CLASSROOM IS NOT GEOGRAPHICALLY LIMITED TO FOUR WALLS. Greater use of purposeful, small-group field trips is made, but without hampering the normal instructional schedule in the school. This is possible because of the use of various teacher assistants.

The "artificial world" of the classroom is made even more real, not only by going out into the community for learning experiences, but also by bringing a variety of persons from the "world outside" into the classrooms for instructional purposes. These are highly experienced persons who effectively provide skills and expertise in a particular area which the teacher may not be able to treat as adequately.



Frequent field trips (as this to the Portland Art Museum) moves the classroom into the community for "real" learning experiences

A drama consultant *(right)*, utilized in a part-time capacity, is joined by a former community-theater actress in dramatic readings for history and drama students

Excerpts from famous plays are presented for students by local radio-television personalities

A COMMUNITY-RESOURCE CO-ORDINATOR interviews persons from the local community who have expressed interest in wanting to share their particular work experience, or expertise, with students. (Semi-retired, or retired persons—along with those actively employed—are encouraged to contribute to the learning experiences of students)

By reason of their special experience, persons from business, industry, the farm, the home . . . consultants, specialists, craftsmen, artisans, technicians, businessmen . . . are used for varying lengths of time to convey their particular skill and knowledge to students.

For The Student. The New Staffing Pattern Means Many Things . . .

- *It means that he comes into contact with different kinds of teachers and adults having particular knowledge and experience to share*

- *It means that certificated teachers are more available for individualized instruction and guidance, because they are not robbed of valuable time to attend to chores which can be ably performed by auxiliary personnel on a more economical basis*

- *It means that he has professionally-minded teachers who are constantly striving—with specialized guidance—to improve themselves as teachers*

- *It means that the walls of the "classroom" are ever opening into the community . . . widening the scope of relevant learning . . . and welcoming into the classroom more of the "real" world outside*

Cooperating Agencies and Institutions:

National Education Association
Oregon Education Association
Beaverton Education Association
Oregon Board of Education
Local & State Advisory Boards
Northwest Regional Educational Laboratory
Lewis and Clark College
Oregon College of Education
Oregon State University
Pacific University
Portland Community College
Portland State University
Reed College
University of Oregon

Superintendent: Dr. Boyd Applegarth
District No. 48

Project Director: Harold V. Wik

For more information: Nila Zickefoose, Secretary
Differentiated Staffing Project
P.O. Box 200
Beaverton, Oregon 97005
Phone (503) 649-0480

*Brochure published under the auspices of the U.S. Office of Education, in cooperation with the Bureau of Educational Personnel Development (Education Professions Development Act)

. . . as a vigorously growing school district which continues to improve the education process for its nearly 20,000 students, District 48 is bound to experience the natural actions and reactions which accompany new endeavors. But that is the essential enticement which makes a challenge a challenge . . . and which makes that goal . . . a reality.

• Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore EPDA programs must be operated in compliance with this law.